

## LINCOLN UNIVERSITY COURSE SYLLABUS

**COURSE NUMBERS: BA380 (3 units = 45 lecture hours)**

**Course Title: Business Strategy & Decision-Making**

**Course Start Date: January 18, 2012      Course End Date: May 2, 2012**

### **Course Description:**

Each student is expected to develop a better understanding of business strategy approaches, and techniques, and to acquire knowledge and skills relating to the decision-making process. Emphasis is on decision-making while still recognizing the importance of the specialized functions of an organization. Readings and case materials are reinforced with participation through written tests, a paper, and oral presentations, in decision-making processes and computer applications. This is the capstone course, and not for beginners. (3 units) Prerequisites: all core MBA and at least two concentration courses.

### **Learning Objectives:**

1. Students will gain an understanding of the guiding principles of strategic management.
2. Students will have learned how to effectively apply the principles of the strategic management process in international work settings.
3. Students will learn how to analyze strategic business scenarios and produce effective solutions using strategic management tools.

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### **Required Text (Selected Chapters):**

David, F.

2011 Strategic Managements: Concepts & Cases. Prentice Hall. Upper Saddle River, New Jersey. ISBN 10: 0-13-612098-9

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### **Instructor:**

Dr. Mike Guerra

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### **INTRODUCTION:**

#### **Welcome to Lincoln University!**

In this syllabus, I will provide an overview of the course and the student expectations for the two weeks. It is important that you note the schedule of events, and assignments.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each

other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or learning team has the opportunity to learn. In addition learning between the instructor and students flows two ways. I will learn from you just as you will learn from me.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via Lincoln University e-mail.

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### **Class Procedures:**

Each session you will be provided various items: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day.

Instructional methodology includes: Lecture, class discussions, group and team work, practical exercises, and multimedia resources in either a brick and mortar classroom or a virtual classroom.

You will be reading and working on various exercises and answering discussion questions as an individual, in a pair, and in groups.

### **Assignments:**

**Assurance Exercise Assignments are due two class days after the day they are assigned.** For example, an assignment listed in the syllabus for 1/18 would be due 1/25. Late assignments will be accepted without a 10% late penalty if they are submitted within one week of the due date. If they are submitted after the one-week grace period, a 10% late penalty will be assessed.

**Case Study Analysis & Presentation:** Students will be assigned one of the 29 case studies in the textbook, and are required to prepare a written analysis and make a class presentation. The written portion of the assignment is due on the student's scheduled presentation day.

**Assignments must have:** The students first and last name at the top of the page. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 10% for not following instructions.

### **Class Attendance (5% of your total grade for the course):**

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;

- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(2) Your grade will also be determined by:

- the quality of your responses;
- the timeliness of your response; and
- The ability of your comments to motivate others in a collaborative effort.

### Learning Environment

The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thought before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

### Grading

#### *Point/Grade Conversion*

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59 or <	F

**A = Excellent performance.** Clearly stands out as an excellent performer. Has unusually sharp insight into material and initiates thoughtful questions. The student sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

**B = Above average performance.** Grasps subject matter at a level considered to be good to very good. The student actively participates in the class discussion. Speaks and writes well. The student accomplishes more than the minimum requirements. Work in and out of class is of high quality.

**C = Average performance.** The student demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements and displays little or

no initiative. The student is able to communicate orally and in writing at an acceptable level for a college student. Has a satisfactory understanding of all basic concepts.

**D = Below average performance.** The student demonstrates understanding at the most rudimentary level. Quality and quantity of work in and out of class is below average and marginally acceptable.

**F = Failing performance.** Work is not acceptable and/or timely. Quality and quantity of work in and out of class fails to demonstrate a marginal understanding of learning objectives and their application. Academic credit is not earned.

**Course Grade Weighting:**

<i>Category</i>	<i>Percent</i>	<i>Point</i>
Class Attendance (5 points)	5%	5
Learning Assurance Exercises (10 x 5 pts. Each)	50%	50
Individual Case Study Analysis & Presentation	25%	25
Final Exam	20%	20
	<b>100%</b>	<b>100</b>

**Format for Submitting Assignments**

(1) Write your first and last name at the top of your paper along with the title of the assignment (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabianguidelines for citing and documenting sources.

**Schedule & Assignments**

<i>Session</i>	<i>Course Outline</i>
January 18	<ul style="list-style-type: none"> <li>• Introduction to course.</li> <li>• <b>Chapter 1:</b> The Nature of Strategic Management</li> <li>• <b>Homework:</b> Assurance of Learning Exercise 1A (page 37). You do not need to print and turn in the annual report. You should download a pdf version to use a resource for completing this assignment.</li> </ul>
January 25	<ul style="list-style-type: none"> <li>• <b>Chapter 2:</b> The Business Vision &amp; Mission</li> <li>• <b>Homework:</b> Assurance Exercise 2A (page 56)</li> </ul>
February 1	<ul style="list-style-type: none"> <li>• <b>Chapter 3:</b> The External Assessment</li> <li>• <b>Homework:</b> Assurance Exercise 3D (page 87)</li> </ul>
February 8	<ul style="list-style-type: none"> <li>• <b>Chapter 4:</b>The Internal Assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Homework:</b> Assurance Exercise 4B (page 128), How to Prepare &amp; Present Case Analysis (page 346-358)</li> </ul>
February 15	<ul style="list-style-type: none"> <li>• <b>Chapter 5:</b> Strategies in Action</li> <li>• <b>Homework:</b> Assurance Exercise 5C (page 169)</li> <li>• <b>How to Prepare &amp; Present a Case Analysis (page 346-358).</b></li> </ul>
February 22	<ul style="list-style-type: none"> <li>• <b>Chapter 6:</b> Strategy Analysis and Choice</li> <li>• <b>Homework:</b> Assurance Exercise 6D (page 206)</li> </ul>
February 29	<ul style="list-style-type: none"> <li>• <b>Chapter 7:</b> Implementing Strategies M/O Issues</li> <li>• <b>Homework:</b> Assurance Exercise 7A (page 248)</li> </ul>
March 7	<ul style="list-style-type: none"> <li>• <b>Chapter 8:</b> Implementing Strategies M/F/R&amp;D/MIS</li> </ul>
March 21	<ul style="list-style-type: none"> <li>• <b>Chapter 9:</b> Strategy Review, Evaluation &amp; Control</li> <li>• <b>Homework:</b> Assurance Exercise 9A (page 306)</li> </ul>
March 28	<ul style="list-style-type: none"> <li>• <b>Chapter 10: Business Ethics/Social Responsibility/Environmental Sustainability</b></li> <li>• <b>Homework:</b> Assurance Exercise 10A (page 326)</li> </ul>
April 4	<ul style="list-style-type: none"> <li>• <b>Chapter 11: Global/International Issues</b></li> <li>• <b>Homework:</b> Assurance Exercise 11A (page 343)</li> <li>• <b>Course Review</b></li> </ul>
April 11	<ul style="list-style-type: none"> <li>• <b>Case Study Presentations</b></li> </ul>
April 18	<ul style="list-style-type: none"> <li>• <b>Case Study Presentations</b></li> </ul>
April 25	<ul style="list-style-type: none"> <li>• <b>Case Study Presentations</b></li> </ul>
May 2	<ul style="list-style-type: none"> <li>• <b>Case Study Presentations/Final Exam</b></li> </ul>